# CANDOUR

*Founded by A.K. Chesterton in 1953*

*To serve as a link between Britons all over the world in protest against the surrender of their world heritage*

**Volume 74. Number 4.** **July 2012**


# We Must be Getting *Something* Right!

## Home of *Candour's* Editor Illegally Raided by Political Police

At around 4pm on the afternoon of Thursday, March 8, 2012 the home of Colin Todd, Editor of *Candour,* was raided by a large number of uniformed officers of the Hampshire Constabulary.

At the front door for the second time in a few months Sgt. "Tommy" Tucker, 1244, told me that there had been a telephoned complaint 'from a neighbour' about "shotgun blasts" coming from this area. Pretty thin I thought having heard the bangs maybe half an hour earlier and thinking no more of it. Several neighbours have gun licenses and the land backs onto British Army ranges. They blast away all night and day sometimes. I locked the front door behind me and stepped into the driveway. I was astonished by the number of uniformed officers I found myself facing. Also the number and variety of police vehicles. Sgt. Tucker asked me if I minded if they searched the house? Yes I did.

At that moment I was held by two officers and handcuffed by a third. I was arrested and charged with firearms offences. The house keys were taken from my pocket, the front door opened, and a thoroughly disorganised 'search' began. Still uniformed officers and vehicles arrived. A van with a dog team was followed by an unmarked car with armed officers. It was impossible to count the numbers because I was restricted by my escort from moving more than a few steps in an area some 10 yards from the front door. I can only estimate that that there were at least 15-20 officers present at any one time. They had come

*Continued page 2....*

### *An Englishman's Home....*

*Every Englishman is accustomed to pride himself with more than usual complacency upon what is called the sanctity of an English home. No soldier, no policeman, no spy of the Government dare enter it.... Unlike the tenant of a foreign domicile, the occupier of an English house, whether it be mansion or cottage, possesses an indisputable title against every kind of aggression upon his threshold. He defies everybody below the Home Secretary: and even he can only violate the traditional security of a man's house under extreme circumstances, and with the prospect of a Parliamentary indemnity. It is with this thoroughly innate feeling of security that every Englishman feels a strong sense of the inviolability of his own house. It is this that converts the moorside cottage into a castle. The moral sanctions of an English home are, in the nineteenth century, what the moat, and the keep, and the drawbridge were in the fourteenth. In the strength of these we lie down to sleep at night, and leave our homes in the day, feeling that a whole neighbourhood would be raised, nay the whole country, were any attempt made to violate what so many traditions, and such long custom, have rendered sacred.*

**The Morning Post.** Editorial. Tuesday, 10 July, 1860.

**Boudicca the new *Candour* dog takes in her surroundings with her new master Colin just two days late. The day of the planned rescue of the 'Staffie' bitch, March 9, Mr. Todd was being unlawfully held in a cell at Winchester police station. A huge thank you to the small dog charity involved for keeping faith after three of their volunteers had their details taken by the Special Branch having driven into day two of the raid!**

(....*continued from front page).*
from at least Petersfield, Alton and Winchester and very probably other stations in Hampshire.

After some two hours of this the sounds of two more blasts came from just outside the property in the road near the top of the drive sounding a slight distance apart from each other. The police around me looked in surprise at each other but none made a move to investigate. A lady neighbour whose back gate opens into the drive appeared and shouted at the police "Did you hear that! Why don't you go and see?" A WPC with a dog reluctantly trudged up the drive and out of sight to return moments later to simply shrug her shoulders. (The significance of all this was to escape me until the next day).

Sgt. Tucker then rushed from the house and told me that the firearms charges were dropped. Instead I was immediately charged with "theft of police property". A cache of police road signs had materialized in a shed on the property! I have not seen them to this day. Over the next couple of hours I found myself being questioned, among other things, about my plans to disrupt the Olympics and the growing of 'illicit substances'. Lord alone knows what the briefing prior to the raid must have been like!

At about 8pm as the light began to fade I was told that I was to be taken to Winchester Police Station while lights were brought in so that the search could continue through the night.

I'll spare you the boring details of my detention save that at no time was I questioned. Finally come 4pm on Friday the 9th after some 24 hours under arrest I was bailed on the theft charge. Before leaving the station I was given several carbon copy sheets of "Schedule of Items Seized" and informed that "The Special Branch have your computers".

On getting back home I called at the local shop. The local 'bush telegraph' had been working overtime. Soon I was able to piece together most of the events I had missed or been oblivious to at the time. The neighbour who had shouted at the police about the second set of "bangs" had seen a van drive past and apparently two 'thunderflashes' (very loud military type fireworks used on exercises) came from that. The same van later joined the other police vehicles once I was removed from the scene. Why the need for a second set of "bangs"? I was handcuffed! No wonder the uniforms were all non-plussed.

On the morning of the 9th I was due to be collected by representatives of a dog rescue charity at 10.30am to go and collect Boudicca. (See front cover). Obviously I was a no show but neither were the police! Concerned by my non-appearance a friend was called who knows where the spare keys are and a moment later would have been inside the house when at 11am-ish the first police began to drift in including the Special Branch. By now increasingly worried for my welfare my friends, after their names and addresses had been taken, were told by the Special Branch words to the effect that "It is all a small political matter" and not to worry! Cat out of the bag time....

Apparently the police do not seem any more to feel the need for vaguely plausible excuses to do as they please. ***CT.***

## DONATIONS

**I cannot pretend that the police raid has not been a setback and inconvenience. These must have been at least partly or even largely the intentions of those behind the operation.Not only have *The AK Chesterton Trust/ Candour* lost all important sales and revenue but vital equipment has had to be purchased so that we can restart and continue our work. (The two 'seized' computers, I am told, may be in Special Branch hands for a year or more! Will they even be usable if they are ever returned?)**
**Please send donations to:*The AK Chesterton Trust* at:**
**BM Candour, London, WC1N 3XX, England.**

## NO CHARGES BROUGHT AGAINST COLIN TODD

**In a letter from Hampshire Constabulary dated 19/3/12 Mr. Todd was generously told...**

**"After careful consideration it has been decided that no further action will be taken against you in this matter."**

## Independent Police Complaints Commission

After a great amount of thought, and some hesitation, I sent my initial complaint form to the Independent Police Complaints Commission (IPCC) at their London address dated 21/5/12. One of the problems with police complaints is that I am not covered by Legal Aid.

Please remember and understand that this is a one man effort.

I am fully aware of how much pressure I face potentially as a consequence of my actions.

NEVER listen to the 'friendly' policeman who whispers in your ear, "Colin, a lot of us think like you." It is part of their training to sound secretly sympathetic.

If I do nothing but heave a sigh of relief that thus far I am not facing any prosecutions it makes others that little more vulnerable to the same treatment and worse.

What is interesting is that the police involved in raids such as these have no 'moral' qualms about invading anyone's home least of all "ours".

I hope that it is enough for you to know that I am going to take this all the way.

I have already rejected, on June 6, an initial 'compromise' solution/offer from Hampshire Police

Let me give you a brief run-down of the complaints lodged and the possible number of officers involved.

This is the way I expressed my original complaints;

**That the raid was illegal. "False Flag".**
**My arrest was unlawful.**
**My imprisonment unlawful.**
**My property was not "seized" it was stolen.**

My complaints are against:
**The Chief Constable of Hampshire**
and *every* police officer, uniformed and non-uniformed, who took *any* part in the illegal raid carried out under false pretences at my home in Hampshire over 8th and 9th of March 2012.

The number of Hampshire police officers who were involved? My answer. At least 15 - 20.

Above all I want to get the answers to some questions including: ***WHY*** and ***WHO?***
***WHY ME? WHY HERE? WHY NOW?***
***WHO IS BEHIND THIS?***
I'll keep you updated as events unfold. ***CT.***

* * * *

**If it's the Truth you Want it's**
**CANDOUR**
**you Need**

**2013 - CANDOUR's 60th Birthday!**

# English education - a project to culturally cleanse the English

## Part 1 of 2

**Robert Henderson**
http://englandcalling.wordpress.com

**Ask an English child** of 2012 about the iconic dates of English history such as Hastings, Blenheim and Waterloo and your chances of getting a correct answer are very small. Quiz them on who was Alfred the Great or ask them to describe the outcome of the Spanish Armada and the odds are that you will be met with blank stares. Pose a question relating to English geography such as the position of the Chilterns or the Severn and a shrug of the shoulders is the likely outcome. Mention a Shakespeare play or a Dickens novel and childish eyes are wont to roll.

Sadly, the modern English child is more likely to be able to tell a questioner about the Muslim festival of Ramadan than relate the story of Easter. They will know more of the geography of Africa (if they know any geography at all) than of England. On the rare occasions when they are told about England's history, it will only be in the context of the country's "evil" past, with the Atlantic slave trade elevated to the status of the ultimate act of historical immorality and the Empire recounted as an unrelieved tale of the exploitation of native peoples.

The upshot is that we have several generations of English children who have commonly left school with next to no meaningful knowledge of their own history and higher culture. That applies not only to those who depart education with a basic school education at the age of 16, but even those who go on to university. Worse, their education is designed to leave them with, at best, a belief that they have nothing to be proud of because they are English, and, at worst, that they should be thoroughly ashamed of the fact that they are English.

The conscious intent of the liberal elite is to create a belief amongst the English that they, of all peoples, are not worthy of a national identity. Most of the English do not believe this even at the intellectual level and they still have a primal sense of being English because of Man's innate tendency to associate with "the tribe". But this is beside the point. By being denied access to their history and culture, English children are left without a bedrock of conscious cultural imprinting to build upon their natural and healthy communal instincts. They are like children of good natural parents who have been denied schooling.

Education, of course, is far more than academic study. It is about the general development of the child. Modern psychological research constantly fingers the peer group as the most potent influence on the development of a child, far more influential than the family. Those who doubt this might care to reflect on the fact that children speak with the accent of their peer group not that of their parents.

The dominance of the peer group is vitally important because it means that children can potentially be manipulated en masse. If they do not take their view of the world from their parents - and children commonly reject their parent's views - they have to take their views from elsewhere. That leaves them vulnerable to elite propaganda, especially that pedalled by the mass media and schools. The important point here is that parents as a class have many views, an elite ideology has one view. The danger is that the elite can succeed at least partially in forcing a single view of the world onto all or at least most children.

A peer group whose members have been properly socialised in their history and culture and who have been given a generally positive view of their society, will reinforce that view themselves. A group robbed of that knowledge and mentality will be less inclined - because they have less positive information and reinforcement about their "tribe" - to amplify what they glean from the adult world. They may build upon the negative propaganda ceaselessly fed to them by schools, by the media and by politicians and by the persistent promotion of other cultures as superior to their own. Most damagingly, they are in danger of being conditioned to believe that they, the native people of England, are but one ethnic group amongst many, that they have no special cultural claim within their own land.

A teacher from 40 years ago transported to the present would be astounded by what they saw in schools and universities, so alien to them would be the current state of our education in terms of content and execution. How, they would ask, can such a fine system of education have been brought so low? Why are children today so ignorant of their own past and society? Why are they so often incompetent in even the basics of literacy and numeracy? How did we come to such a degraded educational state in such a short space of time?

It is those questions I shall attempt to answer. But before I begin let me say one thing more. It is very tempting to look at what we have now and attribute all that has gone wrong to a self-conscious desire on the part of the teaching profession to destroy English identity by wilfully denigrating England and the English and by withholding her history and culture from English children. That is the most obvious and probably the most important part of the story, but progressive education, the consequences of comprehensivisation , the problems of rampant bureaucracy, anti-elitism, Thatcherism and mass immigration all have played their part in the project to deracinate the English.

The way it was - I was born in 1947. Never, perhaps, has England (and Britain) been more of a coherent community. The dramatic recent experience of the Second World War filled the minds of everyone and that shared experience bound together even more tightly a very racially and culturally homogenous country. It was rare to see a black or brown face even in London, and any suggestion that someone from a racial or cultural minority should do anything but their best to assimilate into English culture would have been generally thought to touch the confines of lunacy. It was a very English, very British world.

It was a time when Britain made most of the manufactured goods that it consumed, including its own cars, aircraft, ships, and it would have been thought extraordinary for a British Government to fail to protect British industry. Great industrial names such as Austin (cars) and Fry's (chocolate) were not only English-owned and English made but leaders in the English market. The shops which people used were generally owned by the English and more often than not family enterprises. Every day an inhabitant of England was reminded that they were members of an advanced technological society which could make or grow what it wanted and that most of what they con-

sumed was made in England (or at least Britain) or came from the Empire.

The idea of Empire was still important - just. The fifties were the very last moment when an English boy could grow up with an imperial consciousness as part of everyday life. There was no assumption that the Empire would collapse. India might have gone in 1947, but the assumption amongst both the general population and the political elite was that Britain would have to bear "the white man's burden" for many a long year yet. That will seem extraordinary to the point of fantasy now, but it is true. In the forties and fifties the Foreign and Colonial Office continued to recruit and train young men for careers as imperial servants such as District Officers and white emigration from Britain to places such as Kenya and Rhodesia was officially encouraged.

Against this background English schools taught as a matter of course a curriculum that extolled English and British values, history and culture. History for the English child was British and Imperial history first with European history a poor second. Geography was concerned primarily with the physical and demographic demography of Britain. English literature concentrated on the classic English texts from Chaucer through to Trollope.

But it was not simply English history and culture which was imparted. Whole class teaching was the norm with the teacher firmly in charge. Children were expected to acquire the factual knowledge of a subject as well as its process. Because discipline was not generally a problem, schools were primarily institutions to teach people rather than being the child-minding depots we all too often see today. There is a good case for saying that the general standard of English education was never higher than in the quarter century between 1945 and 1970. This was not only because of the good overall educational standard, but because all pupils, unlike the pre-war system, now got a secondary education as of right.

That is not to say everything in the post-war educational garden was lovely. Before comprehensive education began under the first Wilson government, English state education was divided between grammar schools, secondary moderns and a small number of technical schools - the last were intended as training grounds for artisans, to use an old fashioned word. The consequence was to lower, irrevocably in most instances, the social horizons and aspirations of those who did not pass the 11-plus and go to grammar schools, because it was very difficult to move to a grammar school after the age of 11. It also created a sense of inferiority and resentment amongst many 11-plus failures.

Despite these shortcomings, the system was unreservedly to be preferred to what we have today. The grammar schools not only produced a genuinely educated class, but provided an escape route to something better for clever children from even the poorest backgrounds. That opportunity grew with the significant expansion of university and polytechnic places in the fifties and sixties. In 1950 approximately 2 percent of English school-leavers went on to higher education: by 1970, following the implementation of the Robbins Report (1963), the figure was approximately 7 per cent (and this was in the age of the post-war baby-boomer generation, so there were more pupils in the age group in 1970 than 1950). Most tellingly, in the 1960's, before the destruction of the grammar schools, working class children in higher education formed a greater proportion of the whole student body than it does now - there are more working class students now, but that is simply a consequence of the vast increase in those in higher education to more than 40 per cent. More on the consequences of that when I deal with the decline in educational standards since the sixties.

## HOW THINGS CHANGED

By the time I left school in the mid-sixties the Empire was effectively finished - the final nail in the coffin of imperial feeling was banged in by our entry into the EU in 1972, which alienated the white dominions - and a new spirit of anti-Establishment feeling was beginning to erode school discipline. But progressive ideals had not yet taken hold of the educational establishment and the comprehensive disaster was only in its infancy. The school leaving exams, the O and A Levels, were a real test of competence in both their subjects and of the literacy and numeracy of candidates. To take but one example of the difference between then and now: even O Level science exams had, for 16-year-olds, demanding practicals as well as written papers.

By the mid-seventies the grammar schools had been reduced to a rump of a few hundred. Ironically, most of those which had converted to comprehensive schools or which had chosen to become private schools to preserve their status, had been forced to change by a supposedly conservative government, that of Ted Heath, whose education minister was Margaret Thatcher. The failure of Heath to stop comprehensivisation was a harbinger of what was to happen under the future governments of Thatcher and Major.

## COMPREHENSIVISATION

The comprehensive ideal is not innately wrong. Children of very widely differing abilities can be successfully taught together. Traditionally, the greatest public schools in England have been comprehensives of a sort. They took boys who varied from the exceptionally bright to the stonewall stupid and managed largely to successfully educate both groups and all those in between. The very bright won scholarships to Oxbridge, while the stonewall stupid at least left school functionally literate.

But these schools were hopeless models for a state comprehensive system. They drew almost all of their pupils from the middle and upper classes and the resources available to the schools from fees and endowments vastly outstripped any that would be available to state funded schools. The social class of the pupils meant that the pupils had expectations of being in the higher reaches of society when they entered adult life and parents who actively wanted and expected their children to be educated. To these advantages were added greatly superior financial resources which permitted the recruitment of first rate staff, small classes and personal tuition.

A general comprehensive system lacks the advantages of a great public school. Most of the schools will be dominated by the children of the working class simply because they are by far the most numerous. That would be true even if all private schools were abolished and "bussing" of middle and upper class children was enforced to ensure that schools were socially mixed.

Inevitably the adult expectations of working class children tend to be lower than those of the middle and upper classes. Their parents are generally less supportive of the idea of education. A significant minority are actively hostile to their children becoming better educated than they because it divorces the children from their working class roots. Few will be able to provide active academic assistance to their children. Those facts alone make mixed ability teaching difficult. Add in the much smaller financial resources available to state schools - which expresses itself in larger classes, a narrower curriculum and, on average, less able and less motivated staff - and you have a recipe for low educational attainment. In such schools the bright and academically interested pupils often become isolated, under-challenged intellectually and frequently bullied, while the duller, non-academic majority are allowed to plough an educational furrow,

which stretches from academic inadequacy to an outright failure of education.

In practice comprehensivisation was much worse than that. Bussing was not enforced. The better off continued to send their children to fee-paying schools - today approximately 7 per cent of our schoolchildren are privately educated, a higher proportion than in the 1960's when many middle class parents were happy to send their children to state grammar schools. (It is a grand irony that comprehensivisation rescued the public schools, many of which were struggling to maintain numbers by 1965).

Social segregation by the use of fee-paying schools was amplified both by the natural segregation of social classes into geographical areas - in the absence of enforced "bussing" a middle class suburb will have a local school which is largely filled with middle class children - and by the widespread practice of middle class parents moving to areas where good state schools are available. The consequence has been a state school system which is heavily segregated by class, with the schools dominated by the working class tending to be the lowest achieving.

The subversion of the social mixing part of the comprehensive ideal was further complicated by mass immigration. This introduced not only racial and ethnic conflict into schools, a toxic enough disruptive element in itself, but also created grave practical problems because so many of the immigrant children did not have a competence in English. The official promotion of multiculturalism and its concomitant idea that any member of an ethnic minority is automatically a victim of white society complicated the position further, not least in the area of discipline. Ethnic minorities soon realised that in the context of an official sponsorship of "victimhood" they could get away with more and more. Native English children seeing this, naturally enough, also became more inclined to misbehave.

Because immigrants settled almost entirely in large towns and cities, these problems were and are confined almost exclusively to schools where the white pupils were working class, who found their already inferior opportunities for education further reduced. Worse, as we shall see, immigration was the final lever which allowed progressive education to not only gain absolute ascendancy in the English state educational system, but to transform the progressive ideal into an overt political movement.

**PROGRESSIVE EDUCATION**

When the second Wilson government was elected in 1974, progressive education had gone a fair way to obtaining the stranglehold it has today and to developing from an educational theory into a political doctrine.

Progressive or child-centred educational theories have a long history. The idea that the child should not be actively, (and to the progressive mind oppressively) educated by adults but be provided with the opportunity to learn as its nature drives it to learn is not in itself an ignoble idea and people throughout history have expressed concern about the stultifying of children through too strict a regime. However, all ideas, once they harden into an ideology have a nasty habit of being driven to extremes, becoming both fundamentally unreasonable and impracticable. Rousseau made what we now called child-centred education unreasonable in the 18th century by taking it to the extremes of believing that children would "naturally" find their true nature and intellectual level if placed in the right circumstances, that it was European society that corrupted the individual - from this mentality the Romantic fantasy of the noble savage emerged. It is as good an example of an intellectual construction unrelated to reality as one could find. That the vast majority of children do not respond positively to undirected education and a general lack of adult authority is clear to anyone who has had anything to do with children, let alone having been responsible for their formal education, a process, incidentally, which is primarily concerned with teaching children things they would not naturally learn or even come into contact with if left to their own devices.

Rousseau's intellectual descendants followed consciously or unconsciously in his mistaken wake. Those in England in the 1960's and 70's were both extreme in their progressive beliefs and politically motivated. They not only believed that children should not be actively instructed, but also that the power relationship between teachers and pupils should become one of equality. (This idea has just reached its *reductio ad absurdum* with Ofsted introducing various questionnaires to be completed by pupils at primary schools, secondary schools and sixth form colleges. The pupils will assess their schools' performance through these questionnaires, which will only be seen by Ofsted - *Daily Telegraph* 19/2/2005)

Whole class teaching with the teacher at the front of the class gradually gave way to groups of children clustered around tables and enjoying only sporadic contact with their teacher. Children hearing their teachers spouting progressive mantras about non-oppressive teaching and the evil of exams, responded in an absolutely predictable way: they became ill-disciplined and utterly disinclined to learn. These traits were reinforced by the growing failure of the comprehensive system to even equip many of them with the basic tools to learn: literacy and numeracy and the general lack of intellectual challenge with which they were faced. A child who has spent his or her years before the age of 14 (when the 16-year-old exam courses begin) being asked to do nothing demanding is inevitably going to be daunted if they are suddenly faced with a Shakespeare text or Newton's laws of motion.

This lack of intellectual challenge arose because educational progressives saw it as their duty to socially engineer class differences out of society. Academically, this desire translated itself into a tendency towards ensuring a general mediocrity of performance throughout the comprehensive schools rather than an attempt to raise the academic horizons of children from poor homes. Not only were exams frowned upon but competition of any sort was deemed to be harmful. Children were, the progressives said, damaged by failure and consequently opportunities for demonstrable failure must be removed.

When it came to the content of the academic curricula, the progressives attacked on two fronts. One was what might broadly be called the "I hate everything about England" policy, which overtly despised and denigrated everything that England had ever done or was. The other was to promote social egalitarianism. Nowhere was this seen more perniciously than in the teaching of history. Complaints about an over concentration on "Kings and Queens" history had long existed, but no one in the mainstream academic world seriously suggested that such history was unimportant. Now it was to be considered worthless because it was not "relevant" to the lives of the pupils. Facts and chronology were replaced by "historical empathy" and investigative skills. Where once pupils would have heard of Henry V, Wellington and the Great Reform Bill, they were now asked to imagine that they were a peasant in 14th Century England or an African slave on a slave ship, going to market in the New World. The results of such "empathy" were not judged in relation to the historical record, but as exercises in their own right. Whatever this is, it is not historical understanding.

Other disciplines were contaminated by the same mentality. A subject was judged by its "relevance" to the pupil or the difficulty the average pupil had in mastering it. Shakespeare was deemed too difficult and remote for working class children and traditional maths was largely replaced by modern maths, which instead of teaching children how to complete a calculation or

demonstrate a theorem, attempted, with precious little success, to teach esoterica such as Set theory and the theory of numbers.

When teaching is largely removed from facts, the assessment of the work of those taught becomes nothing more than the opinion of the teacher. This inevitably resulted in the prejudices of the teacher being reflected in their pupils work and the teacher's marking. In 2005 this means political correctness wins the day. History teaching, and the teaching of other subjects such as geography which can be given a PC colouring, has become little better than propaganda. This would be unfortunate if the propaganda promoted English history and culture uncritically. But to have anti - English propaganda in English schools and universities is positively suicidal. That it is state policy is barely credible.

The extent to which the state has embraced the politically correct, anti - British line is illustrated by this letter to the *Daily Telegraph* from Chris McGovern, the director of the History Curriculum Association, which campaigns against the failure to teach British history fairly or comprehensively:

"SIR - The landmarks of British history have become optional parts of the national curriculum (report Sept. 10). They appear only as italicised examples of what is permissible to teach.

However, this permission is offered in guarded terms. A guidance letter already sent to every school in the country states: ...we would also like to emphasise that it is very much up to individual schools to determine whether or not to use the italicised examples'. However, there is no such equivocation about teaching history through a host of politically correct social themes. Failure to filter history through such such perspectives as gender, race, agent and cultural diversity will be in breach of the law." (*Daily Telegraph*, 13/9/99).

## SKILLS MORE IMPORTANT THAN FACTS

Alongside this process of de-factualisation grew the pernicious idea that the learning of "skills" was more important than knowledge. This resulted in the absurdity of children being taught how to "research" a topic rather than being taught a subject. The idea that one can have have any understanding of a subject without a proper grasp of its context is best described as bonkers. Anyone who has ever been asked to do anything of any complexity with which they are unfamiliar will know from painful experience how difficult it is to suddenly master the knowledge needed to perform the task - attempting to assemble flat-pack furniture from the instructions is a good way of learning this sad fact.

There is also the growing obsession with technology as a teaching medium. There is the *Daily Telegraph* education editor, John Clare writing on 26/1/2005 under the title "Is learning a thing of the past?"

Something very odd is happening in secondary schools. The focus of teaching is switching from imparting knowledge to preparing pupils for employment - in, ironically, the 'knowledge economy'. The change, unannounced and undiscussed, is being brought about through the wholesale introduction of computer technology.

[According to the Qualifications and Curriculum Authority] Thirteen-year-olds, instead of learning about Henry VIII, should search the internet for images of the king - "old, young, fat, thin" and use these "to produce leaflets presenting different views of him". Fourteen-year-olds, instead of learning about the First World War, should "produce presentations to sell a history trip to the battlefields in northern France, tailoring the content and form to the perceived needs of their audience".

Teaching history, in other words, is secondary. The point is to get pupils searching the internet, selecting websites, learning about word-processing, data collection, desktop publishing and making PowerPoint presentations of their conclusions....

## A CREEPING TOTALITARIANISM

Education has officially become not a way of enlarging the mind and opening up intellectual doors but merely a means to produce "good" politically correct citizens and workers equipped for the modern jobs market. The Labour Government has decreed that pupils are no longer to be pupils but "learners". The desired ends for these "learners" are, "Be healthy; stay safe; enjoy and achieve; make a productive contribution; and achieve economic well being." (*Daily Telegraph* 19/2/2005). This is a programme couched in language remarkably similar to those of totalitarian regimes such as the Soviet Union.

The Blair government had already introduced citizenship lessons in schools - I will leave readers to guess what makes a good citizen in the Blairite mind - and intended to introduce a citizenship ceremony for all 18-year-olds.

## IMMIGRATION AND MULTICULTURALISM

What allowed progressive education to go from being primarily a method and philosophy of teaching to a potent political ideology was mass immigration. Originally the progressive view of immigrants was that they must be assimilated into English society. When it became clear by the mid-seventies that assimilation was not going to work, progressive educationalists rapidly switched to the doctrine which became multiculturalism. By the early eighties assimilation was a dirty word in educational circles. The educationalists were followed by the politicians.

Multiculturalism was embraced as a mainstream political ideal in the late 1970's because politicians did not not know what to do about mass coloured immigration and its consequences. Both Labour and the Conservatives initially promoted the French solution to immigration - make them black and brown Britons. But by the end of the seventies integration was deemed by our political elite to be a failure at best and oppression at worst. Multiculturalism was its successor. Once it became the new official doctrine, the many eager Anglophobic and internationalist hands in English education and the mass media were free to give reign to their natural instincts.

The idea behind multiculturalism is that it squares the immigration circle of unassimable immigrants and a resentful native mass by saying everyone may live in their own cultural bubble. In practice, this required the suppression of British interests and the silencing of British dissidents on one side and the promotion of minority cultures and the privileging of the immigrant minorities on the other.

English history and culture ceased to be taught in schools in any meaningful way. Where it was part of the curriculum, it was the subject of ever increasing denigration. Politicians of all parties gradually became more and more reluctant to speak out for the interests of the native Briton. Laws were passed - most notably the Race Relations Act of 1976 and the Public Order Act of 1986 - potentially making it an offence to tell the unvarnished truth about race and immigration or make any telling criticism of any minority ethnic group.

As the new elite doctrine of multiculturalism became established, it became necessary not only for the elite themselves to espouse it but anyone who worked for the elite. Any public servant, any member of the media, any senior businessman, any professional person, was brought within the net. This produced the situation we have today whereby no honest speaking about any subject within the PC ambit is allowed in public without the person being shouted down and in all probability becoming either a non-person or forced to make a public "confession" reminiscent of those during the Cultural Revolution.

Most importantly, multiculturalism allowed the progressives to portray English-ness as just one competing culture amongst many, all of which were equally "valid". This had two primary implications: other cultures should be given equal consideration within the curriculum and any promotion of one culture over another was illegitimate. In fact, these implications were never followed through. Practicality meant that the multiplicity of cultures in England could not all have have equal billing, while the promotion of English culture was deemed to be "oppressive" both because they are the dominant "ethnic" group in England and because of their "evil" imperial, slave-trading past. The educationalists' cut the Gordian knot by treating the inclusion of items of any culture other than English within the school curriculum as a "good", while insisting that references to England and her people should always be derogatory and guilt inducing.

The better part of a quarter of a century of this policy has resulted in the English education system being successfully subverted. English cultural content has been marvelously diluted and denigration of the English is routine bar one thing: the liberal bigot invariably lauds the toleration of the English towards immigrants, a claim at odds both with historical reality and the liberal's general claim that England is a peculiarly wicked and undeserving place.

**To be concluded next issue.**

* * * * *

## Londonistan
## Not England Anymore

**The SHIELDWALL will be formed on *OUR* terms not *theirs*....**

## Fair British Justice Discovers
## *"Truth is no Defence"*

**[His Master's Voice...]**
**Judge Finkelgold:**
**"For telling the truth about mass coloured immigration, who controls the financial markets, who owns the stupid, vain, corrupt politicians, the holocaust, (take your pick. Ed.), drone, ramble... I find you, er, a danger to the community, er, yes, the Community... and it is my painful duty"... &c &c &c.....**

## THE STRANGER

The Stranger within my gate,
He may be true or kind,
But he does not talk my talk -
I cannot feel his mind.
I see the face and the eyes and the mouth,
But not the soul behind.

The men of my own stock,
'They may do ill or well,
But they tell the lies I am wonted to,
They are used to the lies I tell;
And we do not need interpreters
When we go to buy and sell.

The Stranger within my gates,
He may be evil or good,
But I cannot tell what powers control -
What reasons sway his mood;
Nor when the Gods of his far-off land
Shall repossess his blood.

The men of my own stock,
Bitter bad they may be,
But, at least, they hear the things I hear,
And see the things I see;
And whatever I think of them and their likes
They think of the likes of me.

This was my father's belief
And this is also mine:
Let the corn be all one sheaf -
And the grapes be all one vine,
Ere our children's teeth are set on edge
By bitter bread and wine.

**Rudyard Kipling.**

## USEFUL INFORMATION FOR THE FREE THINKER

**England Calling**
A well written thoughtful port of call for those of an English mentality.
http://englandcalling.wordpress.com?

***Leaderless Resistance***
www.louisbeam.com
"Patriots are ***required*** therefore to make a conscious decision to either aid the government in its illegal spying, by continuing with old methods of organisation and resistance, or to make the enemy's job more difficult by implementing effective countermeasures."

**INCONVENIENT HISTORY**
Once again I cannot recommend this source of information too highly. Clear presentation and and a wealth of information just a 'click' away and an amazing list of contributors.
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John Demjanjuk: The Man more Sinned Against.
The Clash of the Nobelists.
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Printed and Published by The A.K. Chesterton Trust, BM Candour, London, WC1N 3XX, England
www.candour.org.uk (Editor: Colin Todd)

# Candour Extra

**Subscribers Only** **July 2012**

## Tony Hancock

### May 5, 1947 - June 11, 2012

**It was with great shock and sense of loss that I recently heard of the death of Tony Hancock the printer.**

Tony died on the afternoon of Monday, June 11, due to complications from a stroke which he had, apparently, been making a hitherto good recovery from. He characteristically did not want a fuss made about his stroke and tried to keep it quiet.

Tony followed in the footsteps of his father Alan Hancock who was a pre - WWII follower of Sir Oswald Mosley and his British Union of Fascists & National Socialists. Alan served in the British forces during the war avoiding the fate of 18B detention. After the "victory" Alan married a German lady from Heidelberg - a Quaker and pacifist - and returned to England.

In the wake of WW II it was extremely difficult for movement activists and organisations to find printers for their materials in "free" Great Britain. The rare printer who would take on such work was soon exposed by minority racists and the media and visited by the Special Branch. Other customers would be scared away or generally deterred...

Alan Hancock started a regular commercial printing business and solicited work from movement sources. His rule was that the company would print material for any movement figure without regard to movement quarrels and would do so at standard rates. The Hancocks' printing company became the principal printer for not only Britons but for many other countries in the "free" world.

1968 five men were prosecuted under Section 6 (1)[a] of the Race Relations Act 1965. They had printed and distributed newspapers such as *Southern News* which deplored mass coloured immigration into the British Isles. One of five defendants in what became known as the 'Lewes Race Trial' was Alan Hancock then 53. (For a report marking the 40th Anniversary of the 'Lewes race Trial' **Triumph For British Justice** see pages 8-9 of ***Candour*** **Numbers 8 & 9. Dec 2008** double issue. Send £2.50 incl. Postage for your copy. This issue also contains the full text of Enoch Powell's so-called 'Rivers of Blood' speech).

In time Tony took over the complete running of the business. It was Tony who produced the pioneer work on Holocaust revisionism "Did Six Million Really Die?" Activities such as this led to many assaults upon the Hancock's personally, their print business and their hotel in Brighton the *Heidelberg*. A group of Jewish thugs attacked Tony's mother when she was alone staffing their hotel and left her lying unconcious in a pool of blood. The print business, on an Industrial Estate, was burned to the ground in an arson attack in 1980. Tony was repeatedly prosecuted for "hate" but survived all prosecutions.

He was a friend to all seekers of Truth and a fearless printer and publisher of suppressed works both old and new. In this dark, timid age - an age unsurpassed in censorship and one which is fulfilling the direst warnings of Orwell's *1984* and Bradbury's *Fahrenheit 451* - he enabled old rare, expensive or long-out-of-print books to be again accessible and enabled new ones to see the light of day.

Tony "H" will be sorely missed by those who are endeavouring to free our people from this vicious alien tyranny and to put the destiny of our people back, once again, where it belongs, in the hands of our people.

* * * *

**PLEASE NOTE!**
**Mr. Tony Hancock's business**
**THE PRINT FACTORY, of Uckfield, is CLOSED and will not be reopening.**

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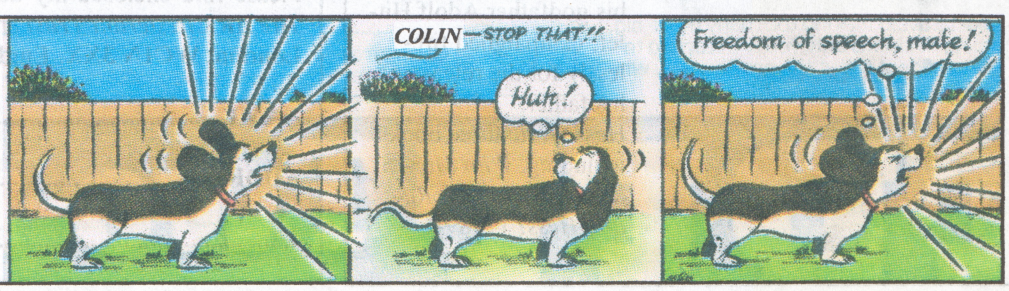
**Freedom? What Freedom?**



## The Grave Robbers

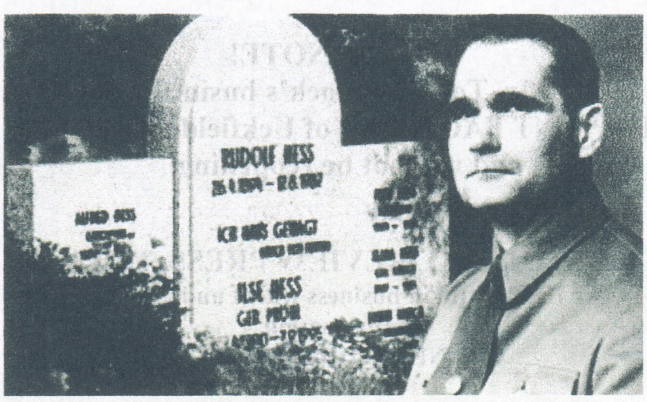
**What Will their Eternal Reward be?**

Afraid to operate during the hours of daylight they came as thieves in the night to dig up bones and remove gravestones. The "they" are a combination of Church and 'local' authorities with Zionist and 'Anti-fascist' pressure groups and the media making a lot of noise to intimidate local communities.

### AUSTRIA

**During March 2012 the headstone marking the grave (above) of Alois and Klara Hitler, the parents of Adolf Hitler, was removed from the cemetery of Leonding, Austria.**

### GERMANY




**In July 2011 the grave of Rudolf Hess, "Prisoner of Peace", at Wunsiedel, southern Germany was desecrated. The marker stone destroyed and his bones cremated and buried at sea.**

### WOLF RÜDIGER HESS (1937 - 2001)

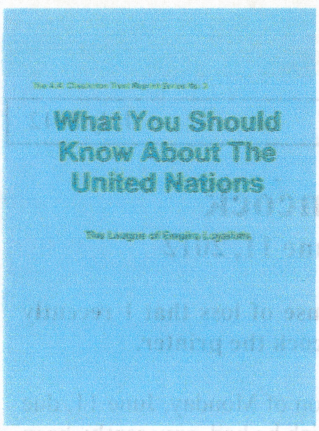
If Wolf Hess were still alive this would ***never*** have happened. All of his adult life Wolf, an architect and admirer of his godfather Adolf Hitler, campaigned tirelessly for the release of his father.

Hess wrote three books including, *Who Murdered My Father, Rudolf Hess?* (1989).

*New Booklet:*

### What You Should Know About The United Nations

**By The League of Empire Loyalists**




Originally published by the LEL in 1959 this booklet reveals the long term aim of the United Nations - One World Government.

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This is the third in ***The AK Chesterton Trust*** **Reprint Series.** Cardback. 16 pages. £5.00 incl. P&P.

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### REMEMBER US.... WILLS & LEGACIES & COLLECTIONS, etc.

How many times in the past have we at *The AK Chesterton Trust* heard of the death of a friend of *Candour* and known that they wished us to have their personal collection of nationalist publications, photographs or memorabilia only to hear later that their wishes were forgotten or even deliberately ignored by relatives or executors hostile to their beliefs? Too many I am sorry to say. Don't let it happen to you.

Please contact Colin Todd on 01730 892 109 or write to Colin at: BM Candour, London, WC1N 3XX, England, and together we can make arrangements.

## DONATIONS

Recently we have seen, yet again, how tens of thousands of pounds can be wasted and thrown away in elections when the hard earned cash of racial nationalists could have bought solid assets.

We are continuing to expand our publishing efforts and hope soon to make a special announcement in that area. Aiming for another issue of *Candour* before Christmas (3 in one year!). Next year will be our 60th Anniversary. Have you any old scrapbooks , photos or memories you would like to share?

Please find enclosed my donation of **£.....** payable to: ***The AK Chesterton Trust*** and send to: **BM Candour, London, WC1N 3XX, England.**

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